Pupil premium strategy statement: Glenfall Primary School

This statement details our school's use of Pupil Premium funding for the 2026–27 academic year to help improve the attainment and wider outcomes of disadvantaged pupils.

Our strategy is informed by the Education Endowment Foundation (EEF) Guide to the Pupil Premium and Teaching and Learning Toolkit. We prioritise high-quality teaching, targeted academic support and wider strategies that address barriers to learning.

School overview

Detail	Data
School name	Glenfall Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	**2026-27**– due to a rise in pupils eligible for free school meals it is our professional decision to continue with a yearly Pupil Premium Plan
Date this statement was published	20/11/26
Date on which it will be reviewed	Reviewed termly due to transient demographic with an annual review in July 2027
Statement authorised by	Anthony Mitchell
Pupil premium lead	Anthony Mitchell
Governor / Trustee lead	Simon Tanner-Tremaine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,345
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,345

Part A: Pupil Premium Strategy Plan

Statement of intent

Key Principles

- **No barrier or challenge should impede our children's progress at school or limit their future opportunities.**

When making decisions about how pupil premium funding can best support our pupils, it is important to consider both the wider school context and the individual circumstances of each child. We identify the barriers and challenges that our children face and combine this understanding with evidence-based approaches to ensure success in both academic achievement and the social and emotional aspects of learning, including self-regulation.

Our strategy is built around the Education Endowment Foundation's three-tiered approach: high-quality teaching, targeted academic support and wider strategies to address non-academic barriers to learning. We refer to the guidance from the Education Endowment Foundation (EEF) when selecting effective interventions and carefully monitor their impact. This enables us to ensure that pupils make accelerated progress and helps to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

We also recognise that some children within our school community experience disadvantage but are not eligible for pupil premium funding. Wherever possible, we ensure that the strategies and support provided for disadvantaged pupils have a positive impact on the wider school population.

School Context

Glenfall Primary School serves a diverse catchment area and is committed to being an inclusive school. We pride ourselves on delivering a rich and engaging curriculum that inspires enjoyment, curiosity and high achievement.

At Glenfall Primary School:

- 4.6% of pupils have English as an Additional Language (EAL).
- 114.3% of pupils are identified as having SEND, including pupils with Education, Health and Care Plans (EHCPs).
- 11.2% of pupils joined the school after Reception and did not begin their primary education at Glenfall Primary School.
- 13.3% of pupils are classified as disadvantaged.
- 4.5% of pupils are eligible for both SEND support and Pupil Premium funding.

Ultimate Objective

Our ultimate objective is to close the attainment gap for disadvantaged pupils by the end of Year 6. Early identification of need, beginning in the Early Years Foundation Stage (EYFS), is fundamental to achieving this goal.

Through high-quality teaching and targeted interventions, we aim to ensure that gaps in learning reduce over time. We recognise that sustained improvement is achieved through long-term, carefully planned support rather than short-term interventions alone. We begin intervention support in Key Stage 1 and continue to build on this throughout Key Stage 2 to secure long-term success.

For pupils who are both disadvantaged and have SEND or an EHCP, we use our tracking systems, SEND review meetings, and pupil progress meetings to closely monitor achievement and progress. This enables us to ensure that appropriate support and interventions are in place to meet each child's individual needs.

Achieving These Objectives Through

- An inclusive curriculum that provides depth and breadth across all subjects.
- Pupil progress meetings held four times per year to monitor attainment and progress in reading, writing, mathematics and science.
- High-quality teaching that is regularly monitored and developed by school leaders.
- Use of Education Endowment Foundation (EEF) research to inform the effective deployment of teaching assistants.
- Participation as a Maths Mastery lead school.
- Funded enrichment experiences to broaden pupils' cultural capital and life experiences.
- Funded high-quality instrumental music tuition from Year 1 to Year 6.
- Pastoral support provided within classrooms and through targeted interventions.
- Pupil voice and wellbeing monitoring through termly Blob Tree surveys in Years 3–6.
- EAL support where language acquisition is identified as a barrier to learning.
- NELI intervention programme in Reception.
- Booster teaching and targeted small-group or individual interventions.
- Implementation of the Anima Phonics programme.
- A trauma-informed approach through TAG training.
- Access to Young Minds Matter (YMM) support services.
- Alternative provision where appropriate to meet individual needs.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some disadvantaged pupils enter Reception with lower starting points than their peers, particularly in communication and language

	development and early mathematical understanding. These gaps can impact attainment throughout primary school if not addressed effectively.
2	Combined SEND and disadvantaged pupils
3	Family circumstances and/or lack of family engagement
4	Child protection/child in need/early help
5	Some disadvantaged pupils have experienced suspension, exclusion or significant behavioural difficulties, either at Glenfall Primary School or at previous schools, which can negatively impact attendance, engagement and academic progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria and Measure
a. Increase in reading fluency and reading comprehension age	Implementation of new phonics scheme (Anima Phonics) and training for new staff. Book bands to support the phonic scheme GL assessments from Y2-Y5 Insight tracker Salford reading age
b. Disadvantaged pupils achieve outcomes in the Year 1 Phonics Screening Check that are in line with or above national averages.	National data
c. Increase the proportion of disadvantaged pupils achieving age-related expectations in writing across all year groups.	Internal assessment data and moderation evidence demonstrate that disadvantaged pupils are making at least expected progress and that attainment gaps are reducing over time.

d. All PP children to have progress scores in Reading, writing and Maths at KS2 in line with national averages at least.	Percentage of disadvantaged pupils meeting the expected standard in the Year 1 Phonics Screening Check compared with national disadvantaged pupil outcomes.
e. Tailored interventions show progress.	Insight Tracker and My Plan reviews and pupil progress meetings. to show improved scores during the allocated time for intervention scrutinised 4 times a year.
f. Pupils can talk about their learning and apply to other subjects – science, topic etc	Moderation of writing and project books for explicit knowledge.
g. Embed and offer support for mental health and well-being.	Referrals to Trailblazers and YMM Termly pupil wellbeing surveys (Blob Tree assessments) demonstrate that pupils feel safe, supported and able to access learning. Appropriate pastoral and therapeutic support is implemented and monitored for identified pupils. Pastoral Support Play therapy Zones of Emotional Regulation. Heart sight training and resources

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost**: £6,015**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	• Continue to embed Anima Phonics scheme and ensure all staff have received training to deliver the phonics scheme effectively. • Review aspects of Reading: • Prioritisation of Reading across the Curriculum • Establishing a love of reading Robust reading programme and progress • Ensuring books match sounds learnt High quality phonics from the start • Effectiveness of interventions to ensure pupils close the gap • High quality training to promote early reading experts and identify key strategic and operational actions needed to accelerate progress of all children, with a specific focus on 'vulnerable learners' (see SIP) through regular Pupil Progress Meetings. • Support learning and application of phonics, spelling, reading and subject	15 pupils

	specific vocabulary across every year group. • Further develop teaching and learning during 'Guided Reading' and learning opportunities. Ensure learning environments are 'rich' reading environments. • Ensure all staff understand Learning Difficulties related to Literacy from SENCo and implement strategies to support children with identified learning needs during daily provision and practice. Review impact of these interventions (including use of pupil conferencing). • Ensure early identification and intervention (using interventions with proven impact) in addition to Quality First Teaching to improve reading ability and enjoyment for children 'at risk' of underachievement.	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: *£39,600.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy	National data	20
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	Dancing Bears programme 1:1 reading (Alien Adventures scheme) Spelling intervention: Apples and Pears Intensive support Y6 Fizzy activities	8

	Maths intervention -Dynamo Maths Rapid Writing Reading prizes at the end of each term (Waterstones gift card) Y1 - Y6	
Teaching assistant deployment and interventions	National Data and feedback from parents	28
One to one and small group tuition	National Data and feedback from parents	20
Play Therapy sessions	PEP meetings and advice from Ed Psyche	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils Excellent feedback from parents for Referrals to Trailblazers to develop coping strategies and wellbeing.	9
Supporting attendance	Continue to monitor attendance of PPG pupils (alongside all pupils) and work with parents to ensure 'Early Help' and support in order to secure regular attendance	2

Extracurricular activities, including sports, outdoor activities, arts, culture and trips	Ensure any barriers to involvement and engagement in school life are removed (ie provide support with uniform, access to trips as appropriate)	5
Let's Cook with Josie	Let's Cook with Josie CIC run cookery classes for children who are disadvantaged in some way. We identified a need for free or lower cost classes to children who wouldn't otherwise be able afford to attend. Our focus is on easy, budget friendly, healthy, nutritious vegetarian meals, snacks & bakes which are easily replicated at home.	8
Cheltenham Town Football Club	Cheltenham Town Football Club offers children's football practices for children after school on a Friday.	2

Total budgeted cost: £48, 345

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our internal assessments during 2025-26 indicated that disadvantaged pupils with SEND were achieving below the levels of their peers across several key areas of the curriculum. This group continues to face the greatest barriers to achievement and remains a priority for targeted support and intervention.

Our assessments, observations and pupil monitoring also showed that behaviour, wellbeing and mental health were significantly affected during the year, particularly due to increased levels of anxiety experienced by some pupils at the beginning of 2025. The impact of these challenges was most evident among disadvantaged pupils.

To address these needs, we used pupil premium funding to provide both universal wellbeing support and targeted interventions for pupils requiring additional assistance. We will continue to build on this approach through the strategies and provision outlined in this plan, ensuring that pupils are supported both academically and emotionally so that they can achieve their full potential.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spelling Frame	https://spellingframe.co.uk/
Number stacks	https://www.numberstacks.co.uk/
Heart sight Training - School Partnership Project	https://headsightservices.com
Therapeutic Farm visit	https://headsightservices.com

Service pupil premium funding (optional) NA

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Our Pupil Premium Strategy will be complemented by a range of activities funded through other school resources. These activities will further support pupils' academic achievement, wellbeing and personal development and will include:

- Embedding effective feedback and review processes for interventions, enabling staff to evaluate impact and refine provision. Evidence shows that high-quality feedback can have a significant positive effect on pupil outcomes, particularly for disadvantaged pupils.
- Working in partnership with **Young Minds Matter** to support pupils' emotional wellbeing and mental health.
- Continuing to develop our understanding of pupils' individual needs through ongoing assessment, monitoring and pastoral support.
- Providing opportunities for pupils to share their views through approaches such as the **Blob Tree** programme, helping us to better understand and respond to wellbeing needs. This will also strengthen collaboration with parents and carers to ensure effective pastoral support.
- Offering a wide range of high-quality extracurricular activities that promote wellbeing, positive behaviour, attendance and aspiration. These opportunities will focus on developing important life skills such as confidence, resilience, teamwork and social skills. Disadvantaged pupils will be actively encouraged and supported to participate.

Planning, Implementation and Evaluation

In developing this strategy, we triangulated evidence from a range of sources, including assessment data, classroom engagement, book scrutinies, attendance information, and discussions with pupils, parents, carers and staff. This enabled us to identify the key barriers to learning and the challenges faced by our disadvantaged pupils.

We have established a robust cycle of planning, monitoring and evaluation to measure the impact of our provision throughout the year. Regular reviews of pupil progress, intervention outcomes and wellbeing indicators will ensure that resources are targeted effectively and that support can be adapted promptly to secure the best possible outcomes for all pupils.